DOCUMENT RESUME

ED 445 962 SO 031 471

AUTHOR	Kinsley, Carol W.; Southworth, Ann; Boston, Bruce O.
TITLE	Service-Learning: An Education Strategy for Preventing School Violence. Issue Paper.
INSTITUTION	Education Commission of the States, Denver, CO.
REPORT NO	IP-99-2
PUB DATE	1999-09-00
NOTE	18p.; For related items, see SO 031 470-472 and SO 032 064-065.
AVAILABLE FROM	Education Commission of the States, 707 17th Street, Suite 2700, Denver, CO 80202-3427; ($4, plus shipping and handling); Tel: 303-299-3600; Fax: 303-296-8332; Web site: www.ecs.org/ecs/ecsweb.nsf.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Citizenship Education; Educational Policy; Elementary Secondary Education; *Moral Development; School Community Programs; *Service Learning; Social Studies; *Student Participation; Student Responsibility; Student Volunteers; *Violence

ABSTRACT

This issue paper proposes service-learning as a practice educators can use to stem violence by creating situations in which young people experience structure, receive emotional support, have clear behavior expectations, and experience meaningful consequences to unacceptable behavior. Suggests that involvement with service-learning enhances young people's intellectual, psychological, and moral development. Includes (1) accounts of schools that integrate service-learning programs with curriculum and (2) analysis of service-learning's impact and policy implications. Lists 15 organizations and publications that are resources for service-learning materials, curriculum, and/or training and technical assistance services. 55 references. (Author/BB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 445 962

Service-Learning: An Education Strategy for Preventing School Violence. Issue Paper.

Kinsley, Carol W.
Southworth, Ann
Boston, Bruce O.

SO 031 471

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

S.F. Walker

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

BEST COPY AVAILABLE

EDUCATION COMMISSION OF THE STATES

Issue Paper

SERVICE-LEARNING

Compact for Learning and Citizenship

ECS • 707 17th Street, Suite 2700 • Denver, CO 80202-3427 • 303-299-3600 • fax 303-296-8332 • e-mail ecs@ecs.org • www.ecs.org

SERVICE-LEARNING: AN EDUCATION STRATEGY FOR PREVENTING SCHOOL VIOLENCE

Introduction

Recent headlines provide ample testimony of dramatic, heart-stopping incidents of youth violence — at every socioeconomic level, in every age group, and across rural, suburban and urban areas. What were once seen as isolated outbursts have multiplied in such a way that they no longer can be thought of as random incidents.

Many factors underlie violent behavior in schools. Easy access to guns, violent movies and video games, poor and even destructive parenting, social upheaval in schools, minority status and, not least, violence in the home are all potential "enablers" of violent behavior on the part of students. But these are only the external, publicly discussed causes.

Rarely talked about is what is happening within young people that cause them to react with such negative emotion and antisocial behavior. Many of the students who perpetrated the most serious school violence acts felt alienated from schoolmates, for example. Even more rarely discussed is how schools, organizations and communities can nurture young people with strategies that focus on preventing violence. At the very least, educators and others need to create situations in which young people experience structure in their lives, receive emotional support, have clear behavior expectations and experience meaningful consequences to unacceptable behavior. Above all, adults need to model values that can help young people become healthy, balanced and productive individuals.

The addition of service to learning helps students . . . experience the rewards, at a young age, of becoming healthy, productive citizens.

Service-learning is one strategy that shows promise for creating this "culture of caring." Service-learning works because it provides a vehicle to reach young people by using carefully selected contexts of community service as environments for learning. The addition of service to learning helps students see firsthand that caring about others makes a difference. They experience the rewards, at a young age, of becoming healthy, productive citizens.

Service-learning provides both the social structure and the emotional support that can help counter youth violence. It helps young people develop academically, socially and emotionally. It also provides an important way for young people to connect with their communities by giving them a stake in creating positive changes where they live.

Service-Learning: A Frame To Address Youth Violence

The National and Community Service Trust Act of 1993 defines service-learning as "a way to involve young people in learning through participation in thoughtfully organized service that meets real community needs." This definition is used in programs across the country. At the classroom level, service-learning experiences are integrated into curriculum and programs in K-12 schools as a focal point of a unit of study or as a theme for an interdisciplinary approach to learning (see examples on page 3).

BEST COPY AVAILABLE

Teachers who have tried it say the experience of service brings learning to life by motivating students to learn. Such experiences enrich learning by giving students the opportunity to acquire and apply skills, examine problems and think critically about situations and issues.

Service-learning also connects students to one another, as well as to their communities. Most important, a reflection component gives students the opportunity to understand what they have accomplished and learned. Reflection puts learning in a broader context and integrates new learning into previous studies.

Service-learning is an effective countermeasure in a school culture that either includes or is drifting in the direction of violence. Dynamic service-learning can help transform a negative school culture into a positive place to learn. The experience of Putnam Vocational Technical High School in Springfield, Massachusetts (described in this paper), as well as other school sites, shows the impact service-learning has had on the school culture, the students' lives and their communities.

Reaching Alienated and Disaffected Students

One step in preventing students from feeling alienated is for teachers and others in the community to start by treating young people as if they matter — one by one. Based on widely reported and documented research, it appears that alienation and disaffection among adolescents arise, in part, from the lack of a positive connection with their community. Youth who become violent commonly say they feel as if "no one cares" or they "don't matter."

Teachers and other school officials already involved in service-learning say that one highly effective way to demonstrate to students that they are cared for is to give them something to care about in a supportive context. As Virginia Anderson, former principal of Chestnut Middle School in Springfield, Massachusetts, puts it, "When students can care for others, they learn to care for themselves."

Teachers and school administrators know that growing up and becoming a citizen in a democratic society involves gaining a sense of responsibility to others and contributing to the community, as well as enjoying society's benefits. To that end, teachers, parents and other citizens must reconnect with young people, and nurture and care for them.

Service-learning projects bring people together around a real need. Teachers and students work together to design a project to meet a community need while at the same time supporting specific learning objectives. For example, students who help senior residents of a nursing home write letters to relatives enhance their academic skills of communication and writing, and the social skill of listening. Science students who participate in a community environmental-quality study develop observational, data-recording and research skills, as well as the higher-order thinking skills of analysis, synthesis and evaluation.

> ***"When students can care for others, they learn to care for themselves."***
>
> **— Virginia Anderson, former principal, Chestnut Middle School, Springfield, Massachusetts**

In addition to the learning that occurs, a compelling reason to use service-learning is that all young people can participate. Service-learning can bring together people of diverse populations and incomes around a common purpose that makes a difference in school cultures and communities. When students work together on service-learning projects, they have the opportunity to learn how to work effectively in diverse groups and make decisions for the good of the group. They learn how to communicate clearly, how to negotiate, come to consensus, solve problems, value differing beliefs and ideas, and respect diversity. Some students may need to learn about poverty, others about abundance, but all need to learn about one another's dignity and intrinsic worth. As Putnam Principal Ann Southworth likes to point out to her teachers: "The power of service-learning lies in its ability to initiate the most important learning activity of all, the realization of self."

BEST COPY AVAILABLE

Service-Learning with a Theme

Dubuque, Iowa, 6th graders improved their writing, interviewing, interpersonal and artistic skills while developing a relationship with retirement/nursing home residents. Students at Audubon Elementary participated in a core curriculum entitled "Cycles of Life" — a theme their teachers believe ties in naturally with studies of ecosystems, astronomy and ancient civilizations.

In the service-learning project, each student was paired with a resident of a nearby nursing home. Students developed their academic and interpersonal skills by giving time and attention to, and producing a written biography for, their assigned resident. The biographies were presented to the residents or their families during the students' 6th-grade graduation ceremony.

Teachers planned extensively for the year-long curriculum, outlining academic objectives, guiding the students in planning the biographies and developing interview questions, arranging meetings between student and resident, assisting in production of the biographies and facilitating delivery of the final product — each resident's personal story.

Lessons learned from this service-learning experience were incorporated into objectives of the basic content curriculum. In addition, students developed long-lasting relationships that blossomed long after the academic activities were over.

(Source: Fordice, Deb (1999). "Seasons of Life: Biography as Service," *Service at the Heart of Learning.* Emily Cousins and Amy Mednick, editors. Dubuque, IA: Kendall/Hunt Publishing Co.)

Service-Learning Across the Curriculum

Malcolm Shabazz City High School in Madison, Wisconsin, is a small public alternative school for "at-risk" students. The school's mission is to create a safe, supportive, multicultural, academically challenging learning community that prepares young people to become active, informed, compassionate adults. Service-learning was adopted as a schoolwide approach to help fulfill this mission.

At Shabazz, service-learning is used to incorporate diverse teaching and learning styles; foster resiliency and build on each student's strengths; foster civic responsibility and activism; enhance academic achievement for all students; and teach reflection and critical-thinking skills. Service-learning permeates the curricula, and every student becomes involved in such areas as language arts, drama, science, health, social studies, art and computers.

During the 1998-99 school year, students were engaged in more than 20 Shabazz/Community Service-Learning Partnerships. This teaching strategy, says coordinator Jane Hammatt Kavaloski, brings relevance and reflection, collaboration and compassion to teaching and learning, and has sparked a new excitement about learning and a new awareness of civic responsibility among students.

(Source: Material developed by Jane Hammatt Kavaloski, service-learning coordinator)

BEST COPY AVAILABLE

Turning Around a Troubled School

At Putnam, the administration, faculty, community members, parents and students have transformed their school from a place plagued by violence, drugs and open gang warfare to one well on its way to becoming a high-performance high school (see boxes that follow). The indices of change at Putnam point to a dramatic turnaround in a school that just five years ago was on the threshold of anarchy — a turnaround Southworth attributes directly to service-learning.

Putnam in Profile

Total Student Body — 1,552, Grades 9-12

Demographic Make-Up	Male	Female
Native American/Alaska Native	1	0
Asian American	8	11
African American	217	225
Hispanic	398	403
White	168	121
Total	792	760

Evidence of Change

	Pre-Service Learning (1995)	Post-Service-Learning (1999)
Incoming 9th graders testing at grade level (Iowa Test of Basic Skills)	9%	--
Dropout rate	25%	5%
Students disciplined for fighting	12%	1%
Bound for postsecondary education	40%	62%
GPA of 3.0 or higher	6%	17%
On school honor roll	12%	40%
National Honor Society members	2%	8%
Families at or below poverty rate	80%	80%

(Source: Ann Southworth, Principal, Roger L. Putnam Vocational Technical High School, Springfield, Massachusetts)

BEST COPY AVAILABLE

Putnam's Service-Learning Programs and Activities

Putnam administrators and teachers increased their use of service-learning in 1994 to counter the school's negative culture. The effort has provided teachers with a process to use students' shop and academic skills in service projects within the school itself and in the Springfield community at large. Specific service-learning projects have included the following:

- *Working with the Springfield Parks Department, Putnam faculty and students renovated and decorated a dilapidated Victorian carriage house, which is now used for public functions.*

- *Students and faculty worked with museum curators to build an exhibit representing a section of 16th century Timbuktu. The project, which included a number of gang members, began as a carpentry, design and paint shop class. As students worked at the museum, docents taught them the history of West Africa in the 16th century. And, as students were called upon to write and tell about their museum experience, they asked their teachers to help them improve language and speaking skills. Students also brought their families to the museum, the first time most of them had attended an exhibit or visited any museum.*

- *The successful construction of the Timbuktu exhibit led the museum staff to request that students construct another exhibit focusing on the history of transportation in Springfield — specifically, building a replica of the old Trolley Barn, which had once stood in the neighborhood where many of the students lived. Because the project was in their part of town, students learned not only about construction but also about Springfield and its history during the turn of the century.*

- *These successes led to building a shrine for exhibiting Buddhist art from Nepal. Students and faculty worked with local museums and the University of Massachusetts to develop an interdisciplinary unit on Eastern religion, history, English, art and carpentry skills. The exhibit opens in fall 1999.*

- *Another carpentry service project provided the local regional theater with a set for a production of* The Diary of Anne Frank. *In the course of this project, students studied the Holocaust, as well as the book. Carpentry students, who had not demonstrated strong writing skills up to that point, produced four-page essays about their work and what they learned.*

- *In another area of community service, faculty and students recognized the school needed a health center and, because no funds were available, began to plan how they could build one. Vocational shops agreed to help design, build and wire the shop. Residents and businesses provided the funds for a health educator, and within a few years the health center became a reality.*

- *Students not only participate, but also help train others in peer mediation, a major program at Putnam. As Putnam mediation teacher Jimmie Mitchell wrote in a letter to Southworth: "Mediation is an effective program that shows students how to solve problems without using violence. I feel it is especially important for inner-city kids to help them deal with violence not only inside the school but outside as well. Our students feel Putnam is a safe environment for them, which encourages them to come to school; that decreases our dropout rates. Many of our students' parents feel violence is a way for them to solve their problems. By training our students [in peer mediation], they can go home and teach their parents the valuable mediation skills they have acquired."*

In the context of Putnam's Total Quality Management (TQM) team, faculty and students developed a strategic plan using the TQM method. They developed strategies for helping others, taking responsibility for the litter in the rooms and halls, and contributing to overall school improvement. The participation of one student — the son of divorced, alcoholic parents — exemplifies the experience of many who engage in service-learning. He began with barely passing grades, sporadic attendance and an "I-don't-care" attitude toward school. But after working on two medal-winning TQM teams, the student began to experience academic success and will enroll in college next year.

BEST COPY AVAILABLE

"Service-learning," she says, "gives new meaning to academic life for these kids. If you take a simplistic view, you can stop violent behavior pretty easily, as long as you are willing to turn your school into a juvenile detention center — a prison. You bear down with order imported from the outside. But to get young people to become self-directed toward improvement, you have to give them new options. Service-learning does that."

The results at Putnam have been impressive. More than 140 students were placed in jobs with local employers in 1998-99, demonstrating that businesses and local organizations recognize the good work students have done in the community. In fact, two young male graduates had $33-an-hour jobs as carpenters. Both minorities, they also are members of the National Honor Society and are headed toward four-year colleges with excellent scholarships. As the younger students see their success, they are encouraged to emulate them — to put in the effort it takes to overcome challenges, says Southworth. "They see," she says, "that when they help the community, the community helps them. Respect breeds respect."

Obviously, not all of these activities and learning can be accomplished by a school alone. The philosophy, process and structure for developing service-learning needs to be understood and valued. As that process unfolds, a web of connections begins to take shape among businesses, city departments, higher education institutions, partnering schools, community organizations and a variety of social agencies within the city.

Helping Adults Feel Responsible

Adults often abdicate their responsibility to young people. School leaders sometimes fail to reach out to other partners, such as organizations whose interests match or complement those of young people; community volunteers who can bring their experiences and careers to young people through mentoring; parents who are ready to step in, but do not know how to do so effectively; and social service agencies and professionals whose resources and skills can be turned toward preventive interventions.

Service-Learning's Impact

Students. *Evaluations show that service-learning has strong impacts on academic learning as well as citizenship. In a recent national study of service-learning programs commissioned by the Corporation for National Service, for example, students scored much higher on four measures of academic importance: engagement with school, grades, grade averages in core subjects and education aspirations. Measures of civic participation also were high, as were gains in psychological maturity.[1] Asked about their own reactions, 90% of service-learners said their peers should be encouraged to participate. Perhaps most telling, they said the experience made them feel as if they made a difference. As one student said, "You see a big, big change in the kids you work with. I had a girl who could hardly read, and I worked with her every week, and at the end of the year, she was above the other students in her class. She just needed extra attention."[2]*

Community Organizations. *Service-learning experiences provide a much-needed extension of resources available through community organizations. Examples of the impact of service-learning efforts on community organizations include the building of structures, such as landscaping a park and building a gazebo and picnic tables in Crawfordsville, Florida; providing services to hospital patients in East Scranton, Pennsylvania; providing tutors; assisting in nursing homes; helping to manage a local food bank; working with local government, as some Texas students did by leading tours at a local science center and providing clerical assistance at the State Employment Commission.[3]*

Communities. *Service-learning programs also affect communities as a whole. In evaluations of more than 300 programs, local officials gave service-learning projects high ratings for accomplishment, averaging 8.6 on a 10-point scale. Agency personnel also rated service-learning volunteers 8.2 for their impact on the community, and 96% of local officials said they would use the program again.[4]*

BEST COPY AVAILABLE

As a result, young people are often left to their own devices. They shape a culture lacking in the traditional guidance of the adult world and the accumulated wisdom of generations. Littleton, Colorado, and the other sites of violent tragedy have sounded a wake-up call that many young people not only need help but are crying out for it — for a sense of direction, a set of coherent values and a structure of limits they can count on.

Service-learning helps provide these structures. School/community partnerships, for example, help bring adults and youth together. Putnam High School has several such partnerships, including the University of Massachusetts, Baystate Medical Center, Springfield Parks Department, Springfield Library and

Policy Implications of Service-Learning

A prerequisite for understanding the education policy implications of service-learning is understanding that there is a fundamental difference between service-learning and community service per se. In service-learning, service experiences become a carefully constructed context for education, not simply an expectation about how young people can or will spend time as volunteers. In service-learning, young people are not expected to spread out into the community looking for something to do. The expectation rather is for the school and district to identify and provide opportunities for student service that match curriculum goals and can be integrated with them.

This perspective gives rise to several policy implications:

1. *Service-learning offers the opportunity and responsibility for professional development for teachers unfamiliar with the service-learning concept or with service-learning as an education process. Service-learning is not merely a way for students to expend extracurricular time; doing service-learning right takes preparation and training. To institute a service-learning education component without professional development support is to court failure.*

2. *Given that a basic goal of all education is to provide young people with the knowledge, skills and abilities needed to function effectively as citizens in a democracy, a strong and overt link to citizenship education is an important policy implication for service-learning. Because service-learning is a highly effective way for young people to assume the mantle of citizenship in a sequence of progressive responsibilities, the two can and should be seen together and built in tandem. How well civic and service responsibilities are learned can be tested through written work based on experience, for example, student essays, portfolios, project reports and arts projects.*

3. *The overlap between character education, citizenship education and service-learning means school leaders must bring service-learning closer to the center of their long-range objectives. At both federal and state levels, funds already have been earmarked for character education and citizenship education. The similarity between these concerns and those of service-learning create an opportunity for piggybacking and joint programming.*

4. *As a matter of education policy, service-learning, by its nature, offers contexts for striking the balance between book learning and experiential learning. Service- and experiential learning need not be looked at in isolation. These point to guidelines for policies aimed at total integrated learning across the board.*

5. *Service-learning provides an exceptional opportunity for school and district officials interested — as a matter of education policy — in finding effective means to build interdisciplinary curricula that have the added advantage of being rooted in direct student experience.*

6. *Service-learning can be used effectively as a vehicle to achieve education reform goals. It reinforces authentic, active learning; partnership with the community; support for interdisciplinary study; and a host of other reform initiatives.*

Museums Association, Springfield Police Department, American Saw and Manufacturing Co., Peter Pan Bus Co., a local soup kitchen, and four middle and elementary schools. These institutions and organizations provide dozens of adults to support education and places for students to serve.

Seeing Young People as Resources

Teachers and administrators involved in service-learning say seeking ways to use young people's skills and interests and treating them as genuine contributors motivate them to participate. Because adults traditionally take on the role of providing education programs, many find it difficult to give young people an opportunity to contribute on their own and serve as community members in full standing.

> ***"The power of service-learning lies in its ability to initiate the most important learning activity of all, the realization of self."***
>
> — Ann Southworth, principal, Putnam Vocational Technical High School, Springfield, Massachusetts

By contrast, service-learning not only provides but also insists on a process that enables students to participate in determining which service activities become part of the school curriculum and thus of their lives. Teachers, community partners and students develop the capabilities they need to work effectively in a structure in which they determine their own roles and responsibilities. Teachers guide and coach the students throughout, helping them make sensible and practical decisions that support curriculum goals and their own development as community members and citizens.

Supporting School Reform

For almost two decades, school reform and improvement have been at or near the top of the nation's domestic agenda. But, in addition to higher academic standards, reform efforts need to include character formation and attention to building strong values of respect, caring and responsibility, as well as the skills and attitudes of good citizenship. In acting like good citizens, students become good citizens, developing the skills of responsibility, respect, caring and the ability to communicate in positive ways.

Service-learning also reinforces high education standards and makes real the requirements students encounter for judging their work and participation. As Putnam instructor Robert Tynan says about the Buddhist culture exhibit: "From the beginning of this project, students knew that their work was to be widely exhibited and that the Buddhists believed it should be of high quality, create good karma and be an aid to meditation. Students knew their work had to represent their best efforts, and they responded well."

Service-learning can be a key component in addressing education reform and school improvement by creating conditions within schools that nurture both high academic performance and student contribution to self and society. The strength and power of service-learning comes when it is fully aligned with state and district policies on standards, assessment, accountability and other critical initiatives. Successful partnerships between schools and their community are required for reform to be fully comprehensive. Service-learning opportunities allow the public and schools to work together to improve community life.

In addition, the project's learning objectives were purposefully tied to high learning standards. Putnam mathematics teacher Joan Beardsley notes, for example, that students met mathematics standards by analyzing and explaining the geometry of mandalas, as well as by learning to read architectural plans and drawings.

In order to integrate service fully with learning and align it with standards, competencies, assessment and accountability as Tynan and Beardsley have done so effectively, teachers must be provided with quality professional development. Continuous teacher improvement must be a priority for schools, and helping teachers learn how to develop an integrated quality service-learning curriculum is essential.

Promoting Positive Youth Development

In the past few years, psychological research conducted on how young people learn and what factors contribute to the development of a healthy, successful person has confirmed what teachers who use service-learning have long known. Education writer Daniel Goleman, for example, whose research has led him to conclude that emotional well-being is the strongest predictor of achievement in school and on the job, posits five dimensions of emotional intelligence that he believes should be incorporated into schooling to help young people develop emotional health.[4]

> ***"If I can do this as a 7th grader, I can do anything, anytime in my life."***
>
> — Student taking part in service-learning

They include:

- Self-awareness — the basis for self-confidence and a child's need to know strengths, limits and how to be decisive.
- The ability to handle emotions — the root of emotional intelligence, which includes the ability to handle impulses and feelings. By adolescence, boys who do not develop maturely in this area are three to six times more likely to display violent social behavior.
- Motivation — having hope, setting goals and knowing how to persist in attaining them.
- Empathy — understanding how someone else feels.
- Social skills — how to interact with others in a positive, friendly way.

Similarly, the research of Renata and Geoffrey Caine into the brain's learning capacities has led them to conclude that young people need learning experiences that engage positive emotions. Further, research on what makes some people more resilient to problems and disappointments than others suggests that persons in the fields of preventing delinquency, youth development and education should create situations in which young people have caring relationships, high expectations and opportunities to contribute.[5] As co-editor of *Resiliency in Action*, Bonnie Benard notes this research "provides a powerful rationale for moving our narrow focus in the social and behavioral sciences from a risk, deficit and pathology focus to an examination of the strengths youths, their families, their schools and their communities have brought to bear in promoting healing and health."[6]

Conclusion

BEST COPY AVAILABLE

Educators, researchers and community leaders increasingly see that involving students in service-learning activities enhances young people's intellectual, psychological and moral development. And, as researchers substantiate the links between youth violence and a lack of connection to community, policymakers and educators need to examine service-learning's capacity as a tool for preventing violent acts among the nation's young people. The experience of Putnam Vocational Technical High School and others is ample evidence that even schools mired in despair can take a new, positive direction when their students are connected to activity that demonstrates to them that they can make a difference.

> ***"You see a big, big change in the kids you work with. I had a girl who could hardly read, and I worked with her every week, and at the end of the year, she was above the other students in her class. She just needed extra attention."***
>
> — Student taking part in service-learning, Amarillo, Texas

As former principal of Springfield, Massachusetts' Chestnut Middle School, Virginia Anderson found service-learning can create a more positive school climate, break the isolation of the school and students from their neighborhoods, increase student interaction with adults and provide a path for growth in self-confidence. As one boy exclaimed after a successful service activity, "If I can do this as a 7th grader, I can do anything, anytime in my life."[7] Littleton need not be the last word.

ENDNOTES

[1] ABT Associates (1998). *National Evaluation of Learn and Serve School and Community-Based Programs.* Washington, DC: Corporation for National Service.

[2] Boston, Bruce O. (1998). *Service-learning: What It Offers to Students, Schools and Communities.* Washington, DC: Council of Chief State School Officers.

[3] Boston.

[4] Boston.

[5] Poole, Carolyn (1997, May). "Up with Emotional Health," *Educational Leadership,* vol. 54, pp. 12-14. See also Goleman, Daniel (1995). *Emotional Intelligence.* New York: Basic Books.

[6] Caine, Renata, and Caine, Geoffrey (1994). *Making Connections: Teaching and the Human Brain.* New York: Addison-Wesley Publishing.

[7] Benard, Bonnie (1996, Winter). "From Research to Practice: The Foundations of the Resiliency Paradigm," *Resiliency in Action Newsletter.*

[8] Kinsley, Interview.

SERVICE-LEARNING RESOURCES

The following organizations and publications are resources for service-learning materials, curriculum, and/or training and technical assistance services.

Organizations

Campus Compact
Box 1975
Brown University
Providence, RI 02912-1975
Phone: 401-863-1119
www.compact.org
(Coordination of college programs)

Compact for Learning and Citizenship
Education Commission of the States
707 17th Street, Suite 2700
Denver, CO 80202-3427
Phone: 303-299-3600
Fax: 303-296-8332
www.ecs.org
(Policy and curriculum integration)

Compass Institute
4253 Cottonwood Place
Vadnais Heights, MN 55527
(Training and technical assistance and evaluation)

Close-Up Foundation
ACT Project
44 Canal Center Plaza
Alexandria, VA 22314-1592
Phone: 703-706-3512
Fax: 703-706-0001
www.closeup.org
(Civic education and service-learning materials)

Corporation for National Service
Department of Service-Learning
1201 New York Avenue, NW
Washington, DC 20525
Phone: 202-606-5000
www.cns.gov
(Funding and policy resources, materials and training information)

EarthForce
1908 Mount Vernon Avenue, 2nd Floor
Alexandria, VA 22301
Phone: 703-299-9400
www.earthforce.org
(Environmental education service-learning materials and training)

Institute for Service-Learning
Henry Avenue and Schoolhouse Lane
Philadelphia, PA 19144
Phone: 215-951-2269
Fax: 215-951-2128
e-mail:Institute@philacol.edu
(Curriculum integration materials, technical assistance)

Learn and Serve America Exchange
National Youth Leadership Council
1910 W. County Road B
Roseville, MN 55113
Phone: 800-572-3924
Fax: 651-631-2955
www:lsaexchange@nylc.org
(Training and technical assistance)

National Dropout Prevention Center
209 Martin Street
Clemson, SC 29634-0726
Phone: 864-656-2599
Fax: 864-656-0136
www.dropoutprevention.org
(Curriculum integration materials, technical assistance, and higher education partnerships)

National Service-Learning Clearinghouse
University of Minnesota
R460 VoTech Ed Building
1954 Buford Avenue
St. Paul, MN 55108
Phone: 800-808-7378
www.nicsl.coled.umn.edu
e-mail: serve@tc.umn.edu
(K-12, community-based, higher education and Indian Tribe program database, evaluation, curriculum and materials)

National Society for Experiential Education
3509 Haworth Drive, Suite 207
Raleigh, NC 27609-7229
Phone: 919-7873263
Fax: 919-787-3381
e-mail: nsee@nestart.net
(Curriculum integration and higher education partnerships)

National Youth Leadership Council
1910 W. County Road B
Roseville, MN 55113
Phone: 800-572-3924
Fax: 651-631-2955
(Training, technical assistance, materials)

Northwest Regional Educational Laboratory
101 SW Main Street, Suite 500
Portland, OR 97204-3297
Phone: 800-361-7890
Fax: 503-272-0133
e-mail: blakea@nwrel.org
www.nwrel.org
(Curriculum integration, evaluation)

Points of Light Foundation
1400 I Street NW, Suite 800
Washington, DC 20006
Phone: 202-729-8000
Fax: 202-729-8100
(Integration in community-based organization and youth development)

RMC Research
W1512 Larimer Street
Writer Square, Suite 540
Denver, CO 80202
Phone: 808-922-3636
rmc@rmcdenver.com
(Research and evaluation materials)

PRIMARY REFERENCES

Abt Associates (1998). *National Evaluation of Learn and Serve School and Community Based Programs.* Washington, DC: Corporation for National Service.

Benard, Bonnie (1996, Winter). "From Research to Practice: The Foundations of the Resiliency Paradigm." *Resiliency in Action* (A newsletter Published by Resiliency in Action).

Boston, Bruce (1997). *Service-learning: What It Offers to Students, Schools and Communities.* Washington, DC: Council of Chief State School Officers.

Caine, Renata, and Caine, Geoffrey (1994). *Making Connections: Teaching and the Human Brain.* New York: Addison-Wesley Publishing.

Goleman, Daniel (1995). *Emotional Intelligence.* New York: Bantam Books.

Kinsley, Linda Carol (1992). *A Case Study: The Integration of Community Service-Learning into the Curriculum by an Interdisciplinary Team of Teachers at an Urban Middle School.* Doctoral Dissertation, University of Massachusetts, Amherst.

Mitchell, Jimmie (1999, June 21). Letter to Ann Southworth.

Poole, Carolyn (1997, May). "Up with Emotional Health," *Educational Leadership,* vol. 54.

Additional References

Best Practices

Honnet, Ellen Porter, and Poulsen, Susan (1989). *Principles of Good Practice in Combining Service and Learning.* Racine, WI: Wingspread Special Report, Johnson Foundation.

National Service-Learning Cooperative (1999). *Essential Elements of Service-Learning for Effective Practice.* Roseville, MN: National Youth Leadership Council.

Standards for Quality Service-Learning (1995). Alliance for Service-learning in Educational Reform. Alexandria, VA: Close-Up Foundation.

Building a School Community

Meier, Deborah (1995, January). "How Could Our Schools Be?" *Phi Delta Kappan,* 369-373.

Sergiovanni, Thomas J. (1994). "Becoming a Purposeful Community." *Building Community in Schools.* San Francisco, CA: Jossey-Bass, Inc. Publications.

Sergiovanni, Thomas J. (1994). "Changing Our Theory of Schooling." *Building Community in Schools.* San Francisco, CA: Jossey-Bass, Inc. Publications.

Citizenship

Barber, Benjamin R. (1991, Spring). "A Mandate for Liberty: Requiring Education-based Community Service." *The Responsive Community.*

Berman, Sheldon (1998). "The Bridge to Civility: Empathy, Ethics and Service." *The School Administrator,* 27-32.

Brandell, Ellen, and Hinck, Shelly (1997, October). "Service-learning: Connecting Citizenship with the Classroom." *NASSP Bulletin.*

Carey-Webb, Allen (1991, November). "Homelessness and Language Arts: Contexts and Connections." *English Journal,* 22-28.

Carter, Kathy Gibson, and Hiott, Beverly C. (1997, Fall; 1998, Winter). "Linking Community Education and Service-Learning: South Carolina's Model." *Community Education Journal.*

Clark, Todd (1999). "Rethinking Civic Education for the 21st Century." *Educational Leadership,* 65-87.

Finney, Marian Rouse (1997, October). "Service-Learning in Maryland: Making Academics More Relevant." *NAASP Bulletin.*

Kinsley, Carol (1994, November 1). "What is Community Service-Learning?" *Vital Speeches of the Day,* LXI (2).

Knack, Stephen (1990, December 31). "Why We Don't Vote — or Say 'Thank You.'" *The Wall Street Journal.*

BEST COPY AVAILABLE

Rifkin, Jeremy (1996, January 31). "Rethinking the Mission of American Education: Preparing the Next Generation for the Civil Society." *Education Week*, 32-33.

Siegel, Susan, and Rockwood, Virginia (1993, September). "Democratic Education, Student Empowerment and Community Service: Theory and Practice." *Equity and Excellence in Education*, 26(2).

Civic Action

Frietas, Kevin, and Eagan, Julianne (1997, August). *Learning Contemporary Problems through Community Involvement*. Amherst, MA: Eastern Regional Information Center, School of Education, University of Massachusetts.

Greco, Lisa M. (1997, August). *Teaching the Presidential Elections*. Amherst, MA: Eastern Regional Information Center, School of Education University of Massachusetts.

Lesko, Wendy (1992). "Bump The Dump, How Teens Moved a Mountain. No Kidding Around!" *America's Young Activists Are Changing the World*. MD: Information USA.

Liability

"Legal Issues for Service-Learning Programs: A Community Service Brief" (1994). *Nonprofit Risk Management*.

Philosophy/Foundation of Service-learning

Anderson, Susan M. (1998). *Service-Learning: A National Strategy for Youth Development*. Washington, DC: Education Policy Task Force, Institute for Communitarian Policy Studies, George Washington University.

Gomez, Barbara; Kielsmeier, Jim; Kinsley, Carol; McPherson, Kate; and Parsons, Cynthia (1990, March). "Service-Learning Advances School Improvement." *National Service-learning Initiative*.

Lewis, Catherine C.; Schaps, Eric; and Watson, Marilyn (1995, March). "Beyond the Pendulum: Creating Challenging and Caring Schools." *Phi Delta Kappan*.

Morton, Keith (1995, Fall). "The Irony Of Service: Charity, Project and Social Change in Service-Learning." *Michigan Journal of Community Service-learning*.

Rationale for Youth Service

Benard, Bonnie (1990, January). "Youth Service: From Youth as Problems to Youth as Resources." *Prevention Forum*.

Boston, Bruce O. (1997). *Service-Learning: What It Offers Students, Schools, and Communities*. Washington, DC: Council of Chief State School Officers.

Boyte, Harry C. (1991, May 13). "Turning on Youth to Politics." *The Nation*.

MacNichol, Roland (1993, September). "Service-Learning: A Challenge To Do the Right Thing." *Equity and Excellence in Education*.

Scott, David K., and Awbrey, Susan M. (1993, July/August). "Transforming Scholarship." *Change*.

Reflection

Fusco, Dana R. (1997-98, Winter). "Reflection: Practices that Make It Work." *Community Youth Roles*. National Helpers Network, Inc.

Research

Fertman, Carl I. (1997, Fall; 1998, Winter). "Service-learning Program Research Lessons for Community Educators." *Community Education Journal*.

Smith, Marilyn W. (1997, Fall; 1998, Winter). "Service-Learning and the School-Youth Community Triad." *Michigan Community Education Journal*.

School Reform

Denton, William H. (1997, Fall; 1998, Winter). "Service-Learning: A Powerful Strategy for Educational Reform." *Community Education Journal*.

Gomez, Barbara M. (1997). *Connecting Service-Learning and School-to-Career Initiatives*. Washington, DC: Council of Chief State School Officers.

Halsted, Alice L., and Schine, Joan G. (1994, Summer/Fall). "Service-Learning: The Promise and the Risk." *New England Journal of Public Policy*.

Kinsley, Carol (1997). *Community Service-Learning: A Guide To Including Service in the Public School Curriculum*. Albany, NY: State University of New York.

BEST COPY AVAILABLE

Laplante, Lisa J., and Kinsley, Carol (1994). "Service-Learning as an Integrated Experience in K-5 Education." *An Introduction To Resources And Information.* Springfield, MA: Community Service-Learning Center.

Lodish, Richard (1991, January 9). "Elementary Lessons on 'The Habit of Involvement.'" *Education Week.*

Nebgen, Mary K., and McPherson, Kate (1990, November). "Enriching Learning Through Service: A Tale of Three Districts." *Educational Leadership.*

Nikol, Resa Gabel (1993, March). "Community Service as a Teaching Tool." *NJEA Review.*

Student Assessment

Conrad, Dan, and Hedin, Diane (1990). *Learning From Service: Experience Is the Best Teacher Or Is It?* Raleigh, NC: National Society for Internships and Experiential Education.

Using Portfolios To Assess Student Performance (1992). Portland, OR: Far West Laboratory.

Teacher Education

Integrating Service-Learning into Teacher Education: Why? And How? Portraits of Improving Teacher Education Through Service-Learning (1995). Washington, DC: Council of Chief State School Officers.

Lyday, W. Jackson, and Winecoff, Larry (1998, Fall/Winter). "Service-Learning Standards for Teachers, Guidelines for Practitioners and Pre-Service Teacher Education Programs." *Community Education Journal.*

Prawat, Richard S., and Floden, Robert E. (1994). "Philosophical Perspectives on Constructivist Views of Learning." *Educational Psychology,* 29 (1).

University-School Partnerships

Kinsley, Carol (1990, Fall). "Creating New Structures — Community Service-Learning." *Community Education Journal.*

This Education Commission of the States' *Issue Paper* was written by Carol W. Kinsley, Ann Southworth and Bruce O. Boston.

Carol W. Kinsley is a presidential appointee to the board of directors of the Corporation for National Service. She is a national leader in service-learning education and author of several works in the field.

Ann Southworth is principal of the Roger L. Putnam Vocational Technical High School in Springfield, Massachusetts. She is a pioneer in the use of service-learning as a tool for school reform at the building level.

Bruce O. Boston has been writing about issues surrounding the education reform debate for more than 20 years. Most recently, he wrote *Service-Learning: What It Offers Students, Schools, and Communities* (1997) and *Their Best Selves* (1997), a study of the value of service-learning for character education.

© Copyright 1999 by the Education Commission of the States (ECS). All rights reserved.

The Education Commission of the States is a nonprofit, nationwide interstate organization that helps governors, legislators, state education officials and others identify, develop and implement public policies to improve student learning at all levels. It is ECS policy to take affirmative action to prevent discrimination in its policies, programs and employment practices.

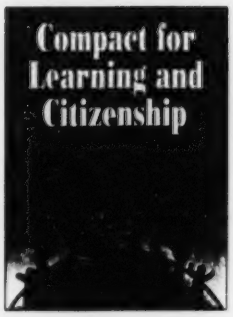
Copies of this *Issue Paper* are available for $4 including postage and handling from the ECS Distribution Center, 707 17th Street, Suite 2700, Denver, Colorado 80202-3427, 303-299-3692. Ask for No. IP-99-2. ECS accepts prepaid orders. MasterCard and Visa. All sales are final.

To request permission to excerpt part of this publication, either in print or electronically, please fax Josie Canales at 303-296-8332 or e-mail: jcanales@ecs.org.

BEST COPY AVAILABLE

For More Information

The Compact for Learning and Citizenship (CLC) provides K-12 school leaders, legislators and other education stakeholders with resources, profiles and strategies to integrate service-learning through practice and policy. District superintendents and chief state school officers are invited to join. The CLC Web site (www.ecs.org) also provides links to other organizations, clearinghouses and resources. Contact Terry Pickeral, project director, at 303-299-3636 or tpickeral@ecs.org, or Lou Myers, project coordinator, 303-299-3644 or lmyers@ecs.org.



EDUCATION
COMMISSION
OF THE STATES
ECS

Education Commission of the States
707 17th Street, Suite 2700
Denver, Colorado 80202-3427

Forwarding Service Requested

Nonprofit Org.
U.S. POSTAGE
PAID
Denver, Colorado
Permit No. 153